

Trainer's Guide

Module 4

Needs identification Techniques and Procedures



Presenter's name: _____

Date: _____

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Language and communication assessment

In this section you will learn:

- Why assess the communication skills of adults with IDD?
- Which tools are most useful and how to use them?

Content

When working with people with IDD, it is essential to be aware of the specific ways in which they function, including their communication and language skills.

The objectives of the assessment process are:

- to describe the communication and/or language deficit, and its degree of severity in relation to the child's general level of development and age
- to assess verbal and non-verbal communication skills and the pragmatic dimension of language
- to give indications for follow-up, care and adaptation of the environment to facilitate the person's interactions with the child and enable him/her to understand instructions (e.g., visual aids, AAC, etc.).

In a traditional speech and language assessment process, the following skills are assessed:

Social interaction and communication	Language
<ul style="list-style-type: none">- Social motivation- Emotional communication- Use of gaze- Imitation- Social games- Preverbal vocalisations- Emergence/development of expressive and receptive language	<ul style="list-style-type: none">- Articulation and phonological skills- Lexicon- Semantic aspects- Morphosyntax and syntax- Discourse skills-Pragmatic skills

The standardised and normed tests from traditional language assessment batteries (production and expression aspects) are generally not (or not very) adapted to this type of IDD

population. Speech and language assessment of these individuals very often requires adaptations to the equipment and to the test-taking procedures, which must be detached from a normative assessment (Millan, 2005). However, it is only based on a precise profile of the language strengths and weaknesses of people with IDD that the precise and appropriate objectives of a language intervention can be identified, and the person's needs met (Inserm, 2016).

A more descriptive developmental assessment should therefore be considered to draw up a reliable profile of the abilities of people with IDD and to provide a full description of their communication needs (Gouyer, 2023). From this point of view, the directed and semi-directed observation grids are very interesting. They are not part of the usual range of assessment tools, but they are very useful for determining the communicative profile of a person with IDD, whatever their age, and for identifying their strengths and weaknesses.

Using a pre-established observation grid, these tools make it possible to:

- obtain a person's communicative profile, including the use of prerequisites for communication and language (e.g. use of gaze, joint attention, pointing, imitation, etc.)
- obtain information on the means of communication (even unconventional ones) used by the person to notify a refusal, a request for information, a request for an object, etc.

In addition, they can be used on a very regular basis (without having a test-retest effect), which makes it possible to obtain information on the child's progress and to redirect the speech and language therapy intervention if necessary.

Another feature of these tools is that they can be used in several contexts and by several professionals. The advantage lies in the fact that it is possible to compare the communication behaviours of the IDD person with several professionals, in several life situations, and thus to establish the stability and recurrence of communication behaviours.

It should be noted that the major disadvantage of this type of tool is its time-consuming nature. It is difficult to analyse communicative behaviour live, so video recording is often necessary, and is then used as the basis for analysing communicative behaviour. Observation grids are available in several languages. Here we will describe two of them more specifically. Rowland's Communication Matrix (1990, 1996, 2004) and the Verbal Behavior – Milestones Assessment and Placement Program (VB-MAPP – Sundberg, 2021). These two tools have the

advantage of being translated into several languages and of being freely available in the case of the former, and relatively inexpensive in the case of the latter. In terms of their foundations and the communicative behaviours observed, these grids are largely inspired by Wetherby and Prutting's list of communication functions (1984).

More integrated and general tools can also be used to assess communication. For example the Social Cognitive Evaluation Battery (SCEB - Adrien, 2007) and the Early Social Communication Evaluation Scales (ESPC - Guidetti & Turrette, 1993).

Wetherby and Prutting's list of communication functions

The Wetherby and Prutting list is a functional tool for structuring the speech and language therapy communication assessment. It can be used as an observation guide, the aim being to identify the presence or absence of communicative behaviours, their frequency, intensity and relevance in the communicative context. It takes the form of a checklist of 15 increasingly complex and demanding communication behaviours. It was adapted into French by Livoir-Petersen (1995), who added rating criteria. This grid can be used to analyse the communicative behaviour of any person with IDD, regardless of age.

Communication function	Description
Object request	Act or oral production used to request a tangible object or person who is not necessarily present. The child addresses a person or is interested in an object.
Action request	Act or oral production used to ask someone to perform an action (including asking for help, actions involving another person or those that link a person and an object). The child's request is for an object and/or a person.
Request of social routine	Act or oral production used to ask someone to start or continue a playful social interaction. This specific type of request for action involves an interaction between the child and another person. The child's request is for an object and/or a person.
Request for permission	Act or oral production used to request someone's authorisation to carry out an action. The child's request concerns an object and/or a person.
Request for information	Oral production used to understand something about an object or event. Includes questions such as "what?" "how?" "when?" and "why?"


	with the intonation of a question. The child addresses a person and expects a response.
Protest	Act or oral production used to request to ask someone to stop an unwanted action. This includes resisting the action of a third party and rejecting an object offered. The child aims at an object (or event) and/or a person and expects a response.
Recognition of others	Act oral production used to show another person that you know they are present. This includes greetings, calls and the means used in conversation to show politeness and relationships between people. The child addresses a person, not an object
Action to attract attention	Act used to draw someone's attention to oneself. This act is a gesture which may or may not involve an object as a support, or a vocal/verbal accompaniment to draw attention to the cause of the behaviour. The first act may be unintentional, but the child repeats it when he or she understands that he or she is attracting someone's attention by doing so. The child is addressing a person, not an object.
Comment for other	Act or oral production used to direct someone's attention to an object or event. This includes pointing, showing, describing, informing and naming in interaction. The child directs his or her interest to an object or event and addresses the adult.
Comment for self	Oral production used to direct one's own actions vocally or verbally; vocal production precedes or is concomitant with the child's motor behaviour. The child does not address the adult but is interested in an object or event
Naming	Act or oral production used to focus one's own attention on an object or event by identifying the referent. The child is not addressing a person but is interested in an object or event.
Vocal accompaniment	Any vocalization or oral production used to accompany familiar patterns of action applied to objects? This includes sound effects and ritualised vocalisations produced at the same time as the child's motor behaviour. The child is not addressing a person but is interested in an object.
Emotional reaction	Any act or oral production expressing an emotional reaction to an event or situation. This includes exclamations and expressions of surprise, pleasure, frustration or displeasure that occur immediately after an event. Children do not necessarily address a person; they can just as easily be interested in an object or an event.
Reaction to context	Any vocal production made by the child while examining or reacting to an object or part of the body. The intention to communicate is



	not obvious, but the child focuses their attention on an object/body part and appears to be reacting to it. This may be for training or self-stimulation. It is not directed at a person but focuses on an object or part of the body.
Vocalisation or verbalization not related to the situation	Any vocal production made when the child's attention is not focused on either an object or a person. The intention to communicate is not obvious. It may simply be a function of training or self-stimulation. The child is neither addressing a person nor focusing on an object.

The Communication Matrix

Rowland's Communication Matrix (1990, 1996, 2004) focuses on the early stages of expressive communication in seven levels. It enables IDD children to be placed in relation to the stages of communication observed in typical children aged 0 to 24 months.



COMMUNICATION MATRIX

<https://www.communicationmatrix.org>

Persons targeting by the evaluation:

- Persons operating in the early stages of communication.
- Persons using any form of communication including presymbolic forms or augmentative and alternative communication (AAC).

Clinical goals:

- To help families and professionals easily understand the communication status, progress, and needs of anyone functioning at the early stages of communication or using forms of communication other than speaking or writing.
- To determinate the communicative profile of a person with complex communication needs
- To carry out a longitudinal follow-up of the person communicative abilities.

Competent professionals:

Speech and language therapists – Special educators and any professional working with people with complex communication needs

Which communication skills are assessed?

- Refusal

- Desire to get something
- Intention to engage in social interactions
- Information exchange (give and receive)

Which categories of communicative behaviors are assessed?

- Body movements: the entire body, the head, the arms, and the legs
- Facial expressions: smile, frowns, and grimace
- Early sounds: cooing, screaming, laughing and crying
- Gaze direction: look at someone or something
- Simple gestures: guide hands, touch a person, reach or grab a person or object
- Conventional gestures and vocalizations: shake the head no/yes, say goodbye, point to a desired object, etc.
- Concrete symbols: 2D and 3D with a clear perceptual/physical similarity with the objects they refer to, iconic gestures
- Abstract symbols: spoken/signed/written words, Braille
- Language: combination of at least 2 symbols.

The Verbal Behavior – Milestones Assessment and Placement Program (VB-MAPP)

The VB-MAPP (Sundberg, 2021) is tool based on Skinner's functional approach to verbal behaviour, the principles of applied behaviour analysis (ABA) and the stages of communicative development. It can be used to determine the communicative profile of a person with complex communication needs and to monitor the person's communicative abilities longitudinally.



Sundberg, M. (2021) – English tool (French translation)

Persons targeting by the evaluation:

- Persons with autism spectrum disorder, behavioral developmental disorder, or intellectual developmental disorder

Clinical goals:

- To determinate the communicative profile of a person with complex communication needs
- To carry out a longitudinal follow-up of the person communicative abilities.

Competent professionals:

Speech and language therapists – Special educators and any professional working with people with complex communication needs

What are the communicative skills assessed?

- Understanding
- Production

What are the communicative behaviors assessed?

- Verbal behaviors described in the behavior functional analysis of Skinner: MAND – TACT – INTRAVERBAL
 - o MAND: asking for a desired reinforcer.
 - o TACT: naming or identifying objects, actions and events, etc.
 - o INTRAVERBAL: answering questions or having conversations

The Social Cognitive Evaluation Battery (SCEB)

The SCEB (Adrien, 2007), particularly the socio-emotional section, which assesses expressive language, receptive language, joint attention, imitation of gestures and vocal imitation.

**SCEB scales**

Adrien, J.L. (2007)

From 21 months to 10 years-old

For children with:

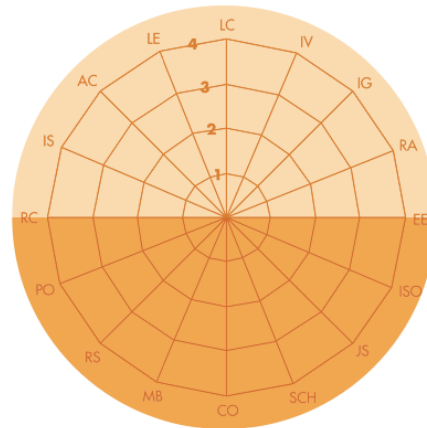
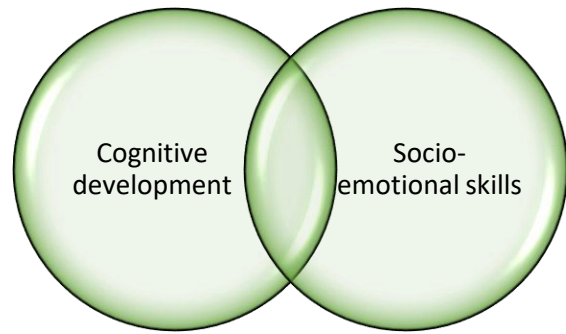
- Autism spectrum disorder
- Behavioral developmental disorder
- Intellectual developmental disorder

16 developmental scales – 2 domains

Clinical goals:

Co-funded by
the European Union

- To precise the heterogeneity of the child development: what are the strengths and the weaknesses ?
- To elaborate a precise clinical intervention program
- To determine the developmental trajectory and o developmental profile: progress and stops in the development.
- To create a basis for dialogue with families and other professionals.

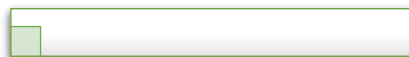


Competent professionals:

(neuro-)pediatricians – (neuro-)psychologists – speech and language therapists

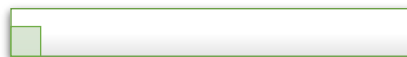
What do the different scales measure?

Cognitive scale



- ☐ Self image
- ☐ Symbolic play
- ☐ Object-relation schemata
- ☐ Operational causality
- ☐ Means/Aims
- ☐ Spatial relations
- ☐ Object permanence

Socio-emotional scale



- ☐ Behavioral regulation
- ☐ Social interactions
- ☐ Joint attention
- ☐ Expressive language
- ☐ Comprehensive language
- ☐ Vocal imitation
- ☐ Gesture imitation
- ☐ Affective relation
- ☐ Emotional expression



Early Social Communication Scales (ESPC)

ESPC (Guidetti & Turrette, 1993, 2009) provide information on the person's interactive role (maintenance, initiation, response), interactive function (social interaction, joint attention, regulation of behaviour) and level of development (simple, complex, conventional, symbolic).

The scales propose 23 communication situations designed to elicit behaviour between the adult and the child.



ESPC

Guidetti & Turrette (2009)

From 3 to 30 months

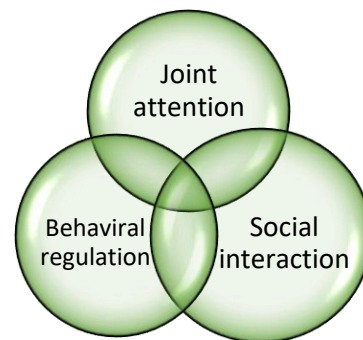
For children with:

- Communicative delay
- Communicative dysfunction
- Autism

Clinical goals:

- To assess communication and language in early diagnosis perspective
- To identify and objectify language and communication deficits and dysfunctions
- To determine the developmental trajectory and o developmental profile: progress and stops in the development.

3 domains and 23 situations



Competent professionals:

(neuro-)pediatricians – (neuro-)psychologists –
speech and language therapists

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2. Materials needed

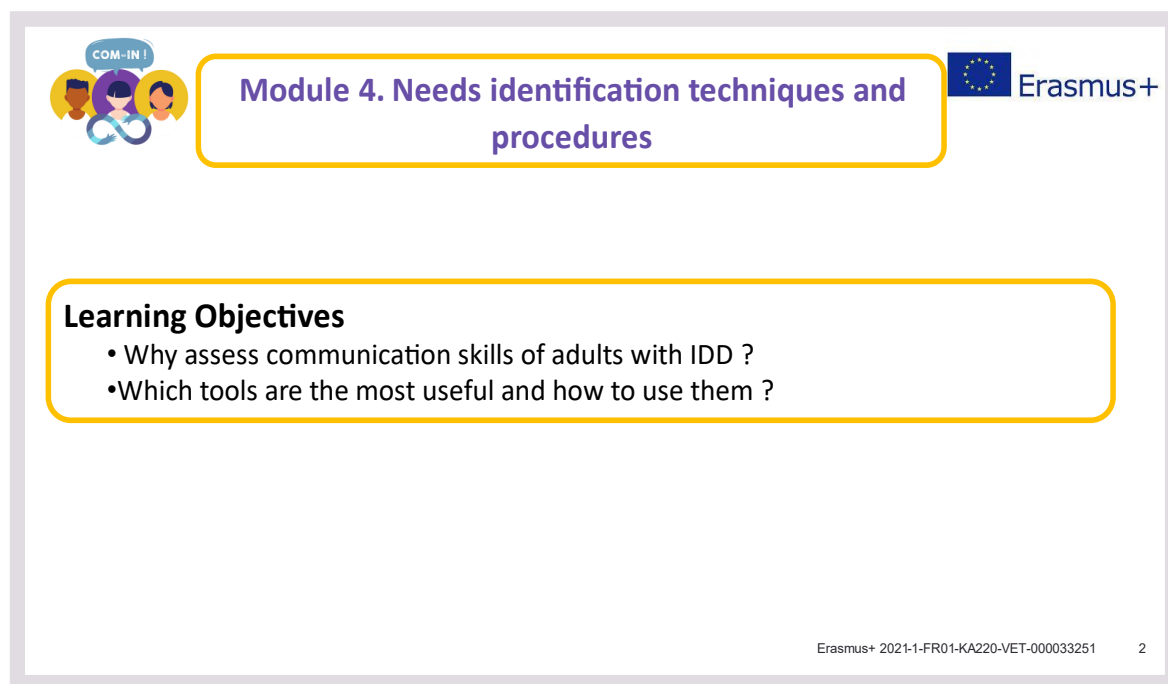
The slides for this presentation (COM-IN_PR3_4_Needs Identification Techniques and Procedures.pptx)

A videoprojector



3. Slides and trainer's notes

Diapo n° 2



Module 4. Needs identification techniques and procedures

Learning Objectives

- Why assess communication skills of adults with IDD ?
- Which tools are the most useful and how to use them ?

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Content :



Learning objectives

In this section, you will learn what are the support need effective communication in people with special needs and how to support them

What are the most frequent support needs for effective communication regarding people with ID?

Notes :

Diapo n°3



Module 4. Needs identification techniques and procedures

Sections

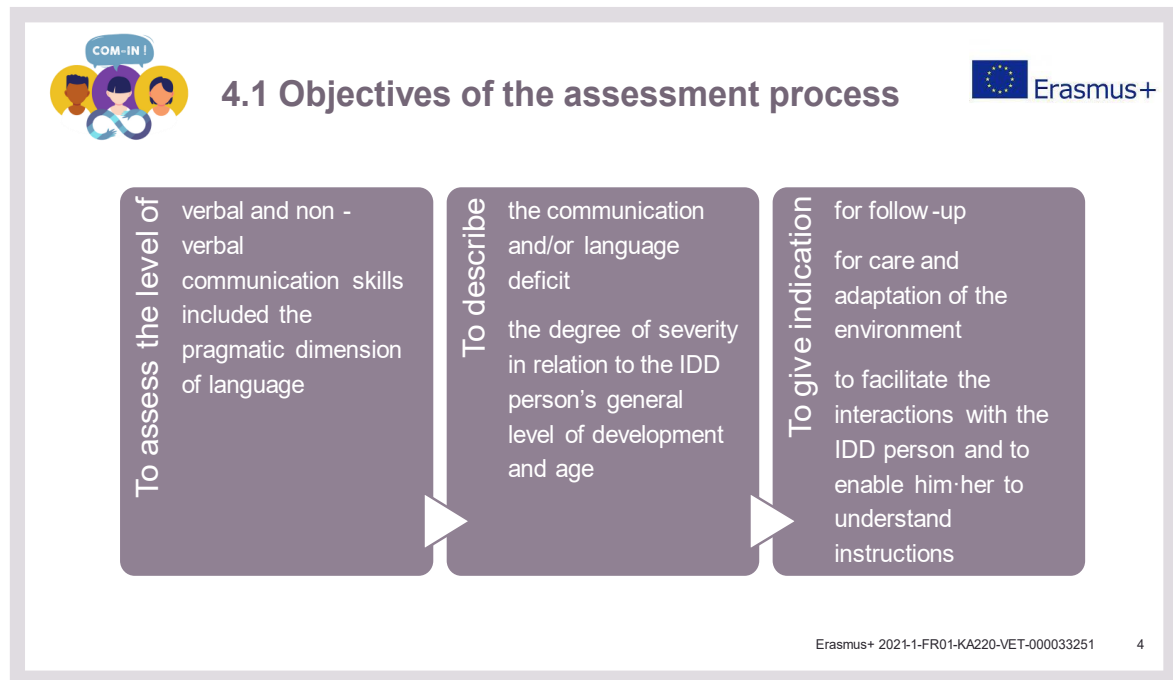
- 4.1 Objectives of the assessment process
- 4.2 What and how to assess ?
- 4.3 Major assessment tools
 - 4.3.1 Wetherby and Prutting's list of communication functions
 - 4.3.2 The Communication Matrix
 - 4.3.3 The VB-MAPP
 - 4.3.4 The SCEB scales
 - 4.3.5. The ECSP

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Content :

Notes :

Diapo n°4

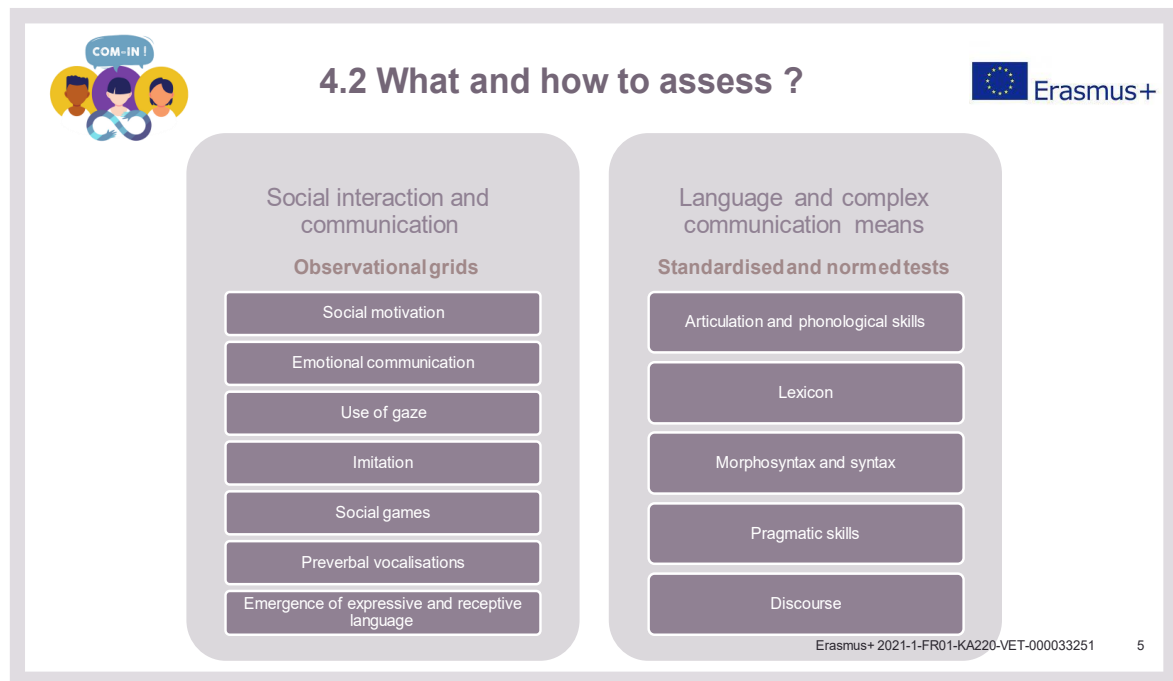


Content :

- When working with people with When working with people with IDD, it is essential to be aware of the specific ways in which they function, including their communication and language skills.
- The objectives of the assessment process are:
- to assess the level of verbal and non-verbal communication skills and the pragmatic dimension of language (meaning in context)
- to describe the communication and/or language deficit, and its degree of severity in relation to the child's general level of development and age
- to give indications for follow-up, care and adaptation of the environment to facilitate the person's interactions with the child and enable him/her to understand instructions (e.g., by giving visual aids, AAC, etc.).

Notes :

Diapo n°5



Content :

2 kinds of assessment tools :

The standardised and normed tests from traditional language assessment batteries (production and expression aspects) are generally not (or not very) adapted to this type of IDD population.


Observational grids which allowed a more descriptive developmental assessment should therefore be considered to draw up a reliable profile of

the abilities of people with IDD and to provide a full description of their communication needs.


From this point of view, the directed and semi-directed observation grids are very interesting.

Notes :

Diapo n°6



Advantages and disadvantages of assessment tools



Standardised and normed tests		Observational grids	
Advantages	Disadvantages	Advantages	Disadvantages
<p>Built-in batteries for assessing all aspects of language</p> <p>Allows you to determine how far language performance deviates from a norm</p> <p>Can be presented in computerised form for easy, fun administration</p>	<p>Not generally suitable for people with moderate to severe IDD</p> <p>If the test-taking and scoring instructions are followed, a floor effect is generally observed, which makes it difficult to determine the strengths and weaknesses of IDD sufferers, to obtain a complete profile and to plan an intervention.</p> <p>Requires adaptations to equipment and/or test-taking times (elimination of time limits, etc.).</p>	<p>Provide a full description of the IDD person's communication profile and needs</p> <p>Makes it possible to observe pre-communicational and early communicational behaviours not assessed in standardised batteries</p> <p>Can be used on a very regular basis (with test-retest effect)</p> <p>Can be used in several contexts and by several professionals</p>	<p>Time-consuming</p> <p>Need to use video recordings to observe all communication behaviours</p>

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Content :

The standardised and normed tests from traditional language assessment batteries (production and expression aspects) are generally not (or not very) adapted to this type of IDD population.

Speech and language assessment of these individuals very often requires adaptations to the equipment and to the test-taking procedures, which must be detached from a normative assessment.

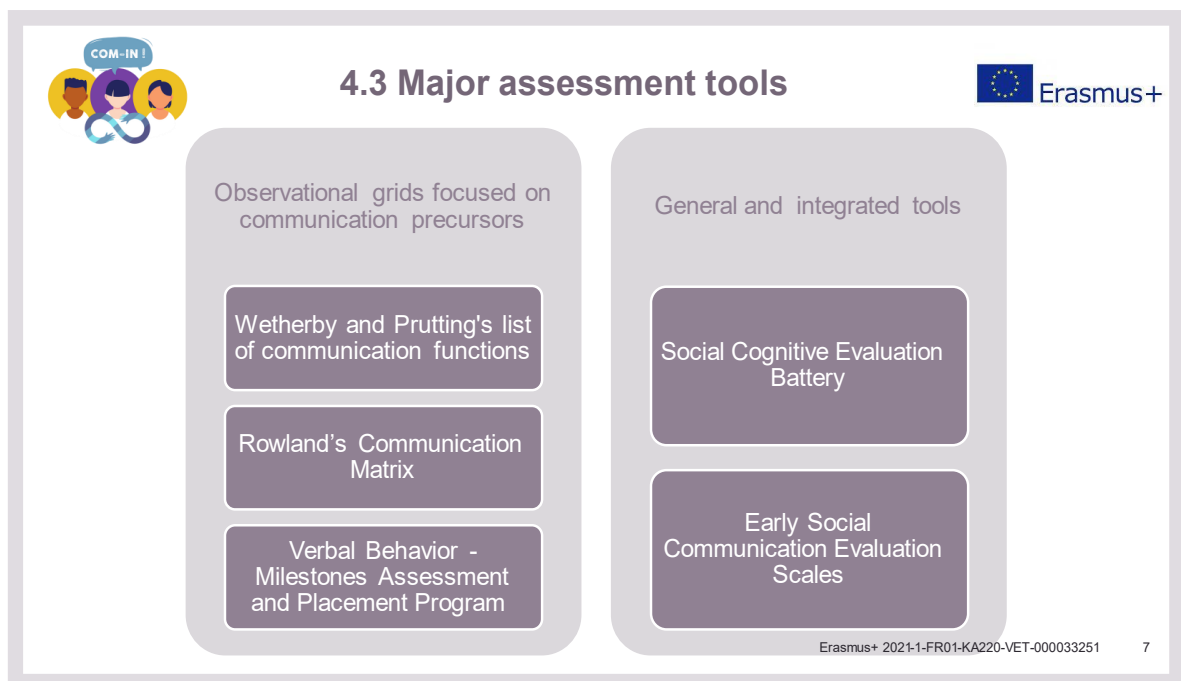
Observational grids

- Using a pre-established observation grid, these tools make it possible to:
 - obtain a person's communicative profile, including the use of prerequisites for communication and language (e.g. use of gaze, joint attention, pointing, imitation, etc.)
 - obtain information on the means of communication (even unconventional ones) used by the person to notify a refusal, a request for information, a request for an object, etc.
- In addition, they can be used on a very regular basis (without having a test-retest effect), which makes it possible to obtain information on the child's progress and to redirect the speech and language therapy intervention if necessary.
- Another feature of these tools is that they can be used in several contexts and by several professionals. The advantage lies in the fact that it is possible to compare the communication behaviours of the IDD person with several professionals, in several life situations, and thus to establish the stability and recurrence of communication behaviours.
- It should be noted that the major disadvantage of this type of tool is its time-consuming nature. It is difficult to analyse communicative behaviour live, so video recording is often necessary, and is then used as the basis for analysing communicative behaviour. Observation grids

are available in several languages. Here we will describe two of them more specifically.

Notes :

Diapo n°7



Content :


- Observation grids are available in several languages. Here we will describe two of them more specifically : Rowland's Communication Matrix (1990, 1996, 2004) and the Verbal Behavior – Milestones Assessment and Placement Program (VB-MAPP – Sundberg, 2021).
 - These two tools have the advantage of being translated into several languages and of being freely available in the case of the

former, and relatively inexpensive in the case of the latter. In terms of their foundations and the communicative behaviours observed, these grids are largely inspired by Wetherby and Prutting's list of communication functions (1984).


- More integrated and general tools can also be used to assess communication. For example the Social Cognitive Evaluation Battery (SCEB - Adrien, 2007) and the Early Social Communication Evaluation Scales (ESPC - Guidetti & Turrette, 1993).

Notes :

Diapo n°8



4.3.1 Wetherby and Prutting's list of communication functions (1984)



Object request	Action request	Request for social routine	Request for permission	Request for information
Protest	Recognition of others	Action to attract attention	Comment for other	Comment for self
Naming, designation for self	Vocal accompaniment	Emotional reaction	Reaction to context	Vocalisation or verbalisation not related to the situation

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Content :

The Wetherby and Prutting list is a functional tool for structuring the speech and language therapy communication assessment.

It can be used as an observation guide.

The aim is to identify the presence or absence of communicative behaviours, their frequency, intensity and relevance in the communicative context.

It takes the form of a checklist of 15 increasingly complex and demanding communication behaviours.

It was adapted into French by Livoir-Petersen (1995), who added rating criteria.

This grid can be used to analyse the communicative behaviour of any person with IDD, regardless of age.

- Object request
 - Act or oral production used to request a tangible object or person who is not necessarily present.
- Action request
 - Act or oral production used to ask someone to perform an action (including asking for help, actions involving another person or those that link a person and an object).
- Request of social routine
 - Act or oral production used to ask someone to start or continue a playful social interaction. This specific type of request for



action involves an interaction between the child and another person.

- Request for permission
 - Act or oral production used to request someone's authorisation to carry out an action.
- Request for information
 - Oral production used to understand something about an object or event. Includes questions such as "what? "how? "when?" and "why? with the intonation of a question. The child addresses a person and expects a response.
- Protest
 - Act or oral production used to request to ask someone to stop an unwanted action. This includes resisting the action of a third party and rejecting an object offered. The child aims at an object (or event) and/or a person and expects a response.
- Recognition of others
 - Act oral production used to show another person that you know they are present. This includes greetings, calls and the means used in conversation to show politeness and relationships between people. The child addresses a person, not an object
- Action to attract attention
 - Act used to draw someone's attention to oneself. This act is a gesture which may or may not involve an object as a support, or a vocal/verbal accompaniment to draw attention to the cause of


the behaviour. The first act may be unintentional, but the child repeats it when he or she understands that he or she is attracting someone's attention by doing so. The child is addressing a person, not an object.

- Comment for other
 - Act or oral production used to direct someone's attention to an object or event. This includes pointing, showing, describing, informing and naming in interaction.
- Comment for self
 - Oral production used to direct one's own actions vocally or verbally; vocal production precedes or is concomitant with the child's motor behaviour.
- Naming, designation for self
 - Act or oral production used to focus one's own attention on an object or event by identifying the referent. The child is not addressing a person but is interested in an object or event.
- Vocal accompaniment
 - Any vocalization or oral production used to accompany familiar patterns of action applied to objects? This includes sound effects and ritualised vocalisations produced at the same time as the child's motor behaviour. The child is not addressing a person but is interested in an object.
- Emotional reaction


- Any act or oral production expressing an emotional reaction to an event or situation. This includes exclamations and expressions of surprise, pleasure, frustration or displeasure that occur immediately after an event. Children do not necessarily address a person; they can just as easily be interested in an object or an event.
- Reaction to context
 - Any vocal production made by the child while examining or reacting to an object or part of the body. The intention to communicate is not obvious, but the child focuses their attention on an object/body part and appears to be reacting to it. This may be for training or self-stimulation. It is not directed at a person but focuses on an object or part of the body.
- Vocalisation or verbalization not related to the situation
 - Any vocal production made when the child's attention is not focused on either an object or a person. The intention to communicate is not obvious. It may simply be a function of training or self-stimulation. The child is neither addressing a person nor focusing on an object.

Notes :

Diapo n°9



4.3.2 The Communication Matrix (Rowland, 1990, 1996, 2004)



Communicationskills assessed	Communicativebehaviours assessed
<ul style="list-style-type: none">• Refusal• Desire to get something• Intention to engage in social interactions• Information exchange (give and receive)	<ul style="list-style-type: none">• Body movements: the entire body, the head, the arms, and the legs• Facial expressions: smile, frowns, and grimace• Early sounds: cooing, screaming, laughing and crying• Gaze direction: look at someone or something• Simple gestures: guide hands, touch a person, reach or grab a person or object• Conventional gestures and vocalizations: shake the head no/yes, say goodbye, point to a desired object, etc.• Concrete symbols: 2D and 3D with a clear perceptual/physical similarity with the objects they refer to, iconic gestures• Abstract symbols: spoken/signed/written words, Braille• Language: combination of at least 2 symbols

9

Content :

Rowland's Communication Matrix (1990, 1996, 2004) focuses on the early stages of expressive communication in seven levels. It enables IDD children to be placed in relation to the stages of communication observed in typical children aged 0 to 24 months.

- **Persons targeting by the evaluation:**

- Persons operating in the early stages of communication.
- Persons using any form of communication including presymbolic forms or augmentative and alternative communication (AAC).


- **Clinical goals:**

- To help families and professionals easily understand the communication status, progress, and needs of anyone functioning at the early stages of communication or using forms of communication other than speaking or writing.
- To determinate the communicative profile of a person with complex communication needs


- To carry out a longitudinal follow-up of the person communicative abilities.
- **Competent professionals:**
- Speech and language therapists – Special educators and any professional working with people with complex communication needs

Notes :

Diapo n°10



4.3.3 The Verbal Behavior – Milestones Assessment and Placement Program (VB-MAPP – Sundberg, 2021)



Communicationskills assessed	Communicativebehaviours assessed
<ul style="list-style-type: none"> Understanding Production 	<ul style="list-style-type: none"> Asking for a desired reinforcer Naming or identifynting objects, actions and events, etc. Answering questions or having conversation

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Content :

The VB-MAPP (Sundberg, 2021) is tool based on Skinner's functional approach to verbal behaviour, the principles of applied behaviour analysis (ABA) and the stages of communicative development. It can be used to determine the communicative profile of a person with complex communication needs and to monitor the person's communicative abilities longitudinally.

Persons targeting by the evaluation:

- Persons with autism spectrum disorder, behavioral developmental disorder, or intellectual developmental disorder

Clinical goals:


- To determinate the communicative profile of a person with complex communication needs
- To carry out a longitudinal follow-up of the person communicative abilities.

Competent professionals:


- Speech and language therapists – Special educators and any professional working with people with complex communication needs

Notes :

Diapo n°11



4.3.4 The Social Cognitive Evaluation Battery (SCEB – Adrien, 2007)



16 developmental scales - 2 domains

Cognitive development	Socio-emotional-skills
<ul style="list-style-type: none"> Self image Symbolic play Object-relation schemata Operational causality Means and aims Spatial relations Object permanence 	<ul style="list-style-type: none"> Behavioral regulation Social interactions Joint attention Expressive language Comprehensive language Vocal imitation Gesture imitation Affective relation Emotional expression

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Content :

The SCEB (Adrien, 2007), particularly the socio-emotional section, which assesses expressive language, receptive language, joint attention, imitation of gestures and vocal imitation.

From 21 months to 10 years-old

For children with:

- Autism spectrum disorder
- Behavioral developmental disorder
- Intellectual developmental disorder

Clinical goals

- To precise the heterogeneity of the child development: what are the strengths and the weaknesses ?
- To elaborate a precise clinical intervention program
- To determine the developmental trajectory and o developmental profile: progress and stops in the development.
- To create a basis for dialogue with families and other professionals


Competent professionnels

(neuro-)pediatricians – (neuro-)psychologists – speech and language therapists


Notes :



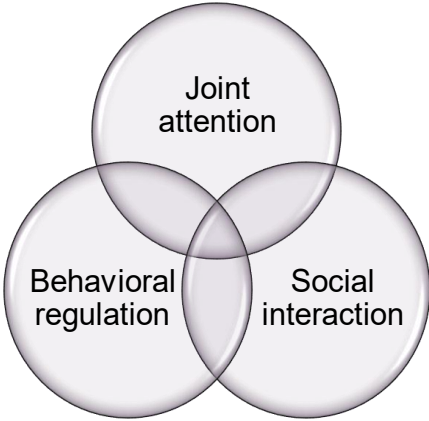
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4.3.5 Early Social Communication Scales (ESPC – Guidetti & Tourrette , 1993, 2009)



3 domains and 23 communicative situations between the child and an adult



Joint attention

Behavioral regulation

Social interaction

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Content :

ESPC (Guidetti & Tourrette, 1993, 2009) provide information on the person's interactive role (maintenance, initiation, response), interactive function (social interaction, joint attention, regulation of behaviour) and level of development (simple, complex, conventional, symbolic).

From 3 months to 30 mnths

For children with:

- Communicative delay
- Communicative dysfunction
- Autism

Clinical goals

- To assess communication and language in early diagnosis perspective
- To identify and objectify language and communication deficits and dysfunctions


- To determine the developmental trajectory and developmental profile: progress and stops in the development

Competent professionals


(neuro-)pediatricians – (neuro-)psychologists – speech and language therapists

Notes :

Diapo n°13



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Content :

Notes :